

ACADEMIC AFFAIRS AND PROGRAM COMMITTEE
April 15, 1999
EXECUTIVE SUMMARY AND ATTACHMENTS

1. Minutes of the Academic Affairs & Program Committee Meeting:

March 18, 1999

COMMITTEE ACTION:

To agree by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on March 18, 1999 as written (Item 1, attached).

Item 1

ACADEMIC AFFAIRS AND PROGRAM COMMITTEE

Unapproved Minutes
Ah Fong Room, Student Union Building
Boise State University
March 18, 1999
12:45 p.m. - 3:00 p.m.

PRESENT: Harold W. Davis, Chair, SBOE Jonathan Lawson, ISU
Tom Boyd, SBOE Rita Morris, LCSC
DeVere Burton, SDVE Dene Thomas for Brian Pitcher, UI
Bob West, SDE Luke Robins, EITC
Jerry Gee, NIC Robin Dodson, OSBE
Daryl Jones, BSU Lynn Humphrey, OSBE

1. MINUTES OF THE ACADEMIC AFFAIRS & PROGRAM COMMITTEE MEETING:

ACTION: It was agreed by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on January 25, 1999 as written.

2. MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS & PROGRAMS MEETING:

ACTION: It was agreed by consensus to accept the minutes of the Council on Academic Affairs and Programs meeting held on December 9, 1998 as written.

3. MINUTES OF THE HIGHER EDUCATION RESEARCH COUNCIL MEETINGS:

ACTION: It was agreed by consensus to accept the minutes of the Higher Education Research Council meetings held on September 1, 1998 and October 6, 1998 as written.

4. FY 1999 RESEARCH CENTER GRANT PROGRAM FUNDING RECOMMENDATION

Dr. Robin Dodson referred the Committee to Item 4 on page 21 of the Executive Summary and briefly explained the Higher Education Research Council Research Center Grant competition for FY 1999. He referred the Committee to the evaluation panel's summary recommendation.

Mr. Harold W. Davis asked for clarification on “elsewhere” in the description of the Center for Ecological Research and Education. Drs. Dodson and Lawson replied that it referred to watershed and other river basin drainage areas that are impacted by the site-based studies. At Mr. Davis’ request “bordering states and elsewhere” was struck from the summary. It was pointed out, however, that good science does have broader applications beyond Idaho’s borders.

ACTION: It was agreed by consensus to recommend to the full Board approval of HERC's recommendation to fund the Center for Ecological Research and Education.

5. FIRST READING OF EXPERIENTIAL CREDIT/PRIOR LEARNING POLICY CHANGE

Changes to the Board’s policy on Experiential Credit were first considered by the AAPC at its January 25, 1999 meeting. It became apparent at that meeting that there were some additional issues that needed to be worked out by the Council on Academic Affairs and Programs (CAAP) before advancing the policy for first reading. CAAP discussed this policy at its February 9, 1999 meeting and proposed additional changes as exhibited in Item 5.

The policy modifications include a name change from Experiential Credit to Prior Learning and will allow students to obtain credit for knowledge acquired by various means such as work and life experiences, Advanced Placement and CLEP. This policy represents a more simplified approach and allows the institutions to develop their own prior learning policies within the constraints of Board policy and the policies of the Northwest Association of Schools and Colleges.

ACTION: It was moved by Tom Boyd, seconded by Harold W. Davis and approved to recommend to the full board that they approve for first reading modifications to the Prior Learning Policy as exhibited in Item 5.

In an unrelated matter, Mr. Davis asked about the current practice and policy of the Chief Academic Officers serving as ex-officio members of the committee without a vote. The academic officers were comfortable with the current policy but thanked Mr. Davis and Mr. Boyd for their sentiment and concern.

6. FIRST READING OF POLICY CHANGE: Articulation and Associate Degree Policy

Dr. Robin Dodson explained that the proposed modification to the current Articulation and Associate Degree Policy adds the Associate of Applied Science degree requirements to the existing policy. The Council on Academic Affairs and Programs (CAAP) discussed this policy at its February 9, 1999 meeting and again extensively at the CAAP meeting earlier in the day (March 18, 1999). At the March 18th CAAP meeting, Dr. Mike Rush of the State Division of Vocational

Education questioned whether the general education core requirements for the A.A.S. should come from the Board's common course listing or the academic core at the individual campuses. After some discussion it was agreed that CAAP would recommend to the Board that the general education core courses for the A.A.S. degree be selected from the colleges and universities' academic core.

For the record, Dr. DeVere Burton stated that the Division supports the proposed policy change as exhibited in Item 6 given the assurances from the academic officers to the SDVE that technical students would have more options available to them using the individual college and university core, and the commitment from the academic officers that they would consider new courses developed by technical instructors to meet the 16 credits general education core requirement provided the courses go through the proper curriculum channels on campus. Additional comments and suggestions about the policy will be solicited between the first and final readings.

ACTION: It was agreed by consensus to recommend to the full board that the first reading modifications to the Articulation and Associate Degree Policy be approved.

7. FIRST READING OF DEVELOPMENTAL EDUCATION POLICY CHANGE

Dr. Robin Dodson explained that the general public continues to confuse "remedial education" with "developmental education" and that this policy modification clarifies the distinction between the two terms. Specifically, remedial education usually applies to recent high school graduates or those students who do not complete their secondary studies. Developmental education more accurately addresses those individuals who have not been involved in postsecondary education for some time and are seeking review courses to prepare them for postsecondary experiences.

ACTION: It was agreed by consensus to forward the modifications to the Developmental Education Policy as exhibited in Item 7 to the full board for its consideration and action with a recommendation to approve for first reading.

8. NEW PROGRAMS: NEW HORIZONS COMPUTER LEARNING CENTER, INC.

Recommendations from the Council on Academic Affairs and Programs (CAAP)

Mr. Harold W. Davis informed the Committee that his business Electrical Wholesale uses New Horizons services for its employee computer training needs. Mr. Davis said that the Board's attorney, Kevin Satterlee, assured him that his vote on this issue is not a conflict of interest.

Dr. Robin Dodson explained that as a consequence of the State Board of Education's acceptance of the recommendations from the Committee on the Evaluation of Alternative Delivery Systems, the AAPC through CAAP, has been developing procedures, forms, policies and legislative initiatives that would implement those recommendations approved by the Board. Since last year

Board policies and rules (IDAPA 08.01.11) have been modified and implemented. Further, the House and Senate Education Committees approved those rules during the 1999 session.

New Horizons Computer Learning Center, Inc., a non-accredited in-state educational source requested that the SBOE consider the acceptance of its course offerings for credit by the public postsecondary institutions. CAAP and the respective faculty have evaluated New Horizons' course material for acceptance by the SBOE. The criteria employed in that review is comparable to the standards used by the Board office and the postsecondary institutions for the review of public in-state programs.

The Council on Academic Affairs and Programs (CAAP) recommended the following with regard to New Horizons' Computer Learning courses.

- The Idaho public postsecondary institutions will accept the 47 courses approved by the American Council on Education (ACE) for one semester of elective credit each.
- Requests for the award of credit for teacher certification should be submitted to the Professional Standards Commission through Dr. Mike Stefanic, Supervisor for Teacher Certification, State Department of Education.
- Continuing Education courses will be reviewed on a case by case basis at the individual institutions.

A change to the 3rd bullet was suggested as follows: Continuing Education cCourses to be evaluated for continuing education units will be reviewed on a case by case basis at the individual institutions.

ACTION: It was agreed by consensus to forward to the full board for its consideration and action the recommendations from the Council on Academic Affairs and Programs concerning New Horizons Computer Learning Center courses with the change noted above with a recommendation to approve.

9. NEW ACADEMIC/TECHNICAL PROGRAMS: UI Center for Secure and Dependable Software
Recommendations from the Council on Academic Affairs and Programs

Dr. Robin Dodson explained that since early 1992 the State Board of Education, through its policy and AAPC guidelines, has delegated authority to the Board's Executive Director to approve academic/vocational units (e.g., Departments, Centers, Divisions, Research/Public Service) and program components (i.e., major, minors, etc). However, all degree and certificate programs must be approved by the SBOE. Recent evaluation of the Board's policy on Program Approval has resulted in discussion of the current policy and whether or not certain academic units such as Centers require SBOE action. Dr. Dodson requested direction from the Board on whether it would like to approve those requests or delegate that authority to the Executive Director. In response to a question from Mr. Harold W. Davis, Dr. Dodson stated that the amount of activity currently delegated to the Executive Director from the institutions is

significant. Before these items were delegated to staff, the AAPC and Board agendas were unmanageable.

In the meantime, the University of Idaho has forwarded a request to establish a Center for Secure and Dependable Software. The Center's efforts are focused on the development of secure and dependable systems and have national and international significance. Dr. Dene Thomas mentioned that this Center has existed for some time with existing resources, faculty, funding, etc. The change is in name only and identifies the activity as a Center. Since the Notice of Intent is to establish a Center, Board staff forwarded this request to AAPC and the full Board for their action until the Board's Policy on Program Approval can be resolved.

The Council on Academic Affairs and Programs (CAAP) reviewed this NOI for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy and recommended to AAPC and the full Board approval of this request from the UI without the development of a full proposal.

ACTION: It was agreed by consensus to forward to the full board for its consideration and action the Notice of Intent to establish a Center for Secure and Dependable Software at the University of Idaho with a recommendation to approve without the development of a full proposal.

10. PROGRAM REVIEW/APPROVAL PROCESS

This item was discussed in conjunction with the University of Idaho's notice of intent to establish a Center for Secure and Dependable Software (see Item 9, paragraph 1 above).

Mr. Davis and Mr. Boyd requested that CAAP consider the issues and make recommendations to the Board of the various options available.

11. ARTICULATION PROGRESS REPORT

The public postsecondary institutions are currently working on identifying technical programs that will articulate to similar academic programs, both intra- and inter-institutionally. Drs. Burton, Dodson and Jones will meet in April to develop guidelines for the institutions to use when reviewing and recommending programs for articulation. Each public institution summarized its articulation progress to date.

Mr. Davis complemented the academic officers for their cooperative efforts.

12. OTHER:

a. Cooperative Effort/Relationships between Higher Education and K-12 Education

Topics of discussion included efforts such as National Certification for Teachers, as well as the relationship between the Superintendent of Public Instruction, Deputy Superintendent and the Colleges of Education.

b. Nuclear Science and Engineering Ph.D. at Idaho State University

In response to a question from Mr. Harold W. Davis, Dr. Jonathan Lawson agreed to keep the Board informed about Idaho State University's plans to reconsider its name change of the former Ph.D., Nuclear Science and Engineering to Ph.D., Applied Science and Engineering program at ISU.

c. Report of Development of New Programs and Elimination of Existing Programs

Mr. Harold W. Davis stated that he planned to include in his JFAC presentation next January a list of all new and discontinued programs approved over the past year. (These items will be reported by Board staff at the June Board meeting). The academic officers pointed out that Idaho institutions have all been in a period of growth over the last several years. In order to meet enrollment, business and industry demands, the natural outcome would be the expansion and realignment of programs, rather than an overall reduction of programs.

The meeting was adjourned at 2:20 p.m.

2. Minutes of the Council on Academic Affairs & Programs Meetings:

February 9, 1999 and March 18, 1999

COMMITTEE ACTION:

To agree by consensus to accept the minutes of the Council on Academic Affairs and Programs meetings held on February 9, 1999 and March 18, 1999 as written (Items 2a and 2b attached).

Item 2a

Council on Academic Affairs and Programs

Minutes

February 9, 1999 Meeting

9:00 a.m. - 2:00 p.m.

Farnsworth Room

Student Union Building

Boise State University

Present: Jerry Beck, CSI
DeVere Burton, SDVE
Jerry Gee, NIC
Daryl Jones, BSU
Jonathan Lawson, ISU

Rita Morris, LCSC
Brian Pitcher, UI
Luke Robins, EITC
Robin Dodson, OSBE
Lynn Humphrey, OSBE

1. Minutes of December 9, 1998 CAAP Meeting

ACTION: It was moved by Brian Pitcher, seconded by Luke Robins and carried to approve the minutes of the December 9, 1998 CAAP meeting with minor revisions.

2. New Programs: None

3. George Fox University – Master of Arts Degree, Boise Center

Robin Dodson explained that the State Board of Education has the statutory authority to register schools, but has no authority to limit an out-of-state accredited institution from offering a program in the state of Idaho, unless the institution requests transfer of credits from the program to Idaho's public postsecondary institutions. There were a couple of minor concerns about the Master of Arts Degree program proposed by George Fox University (GFU). The first is how GFU intends to market the degree. The academic officers wanted to ensure that the program is not going to be advertised or misrepresented as the equivalent of an MBA degree. The second concern was about the existence of GFU's refund policy since the program requires substantial tuition prior to beginning the program. Robin Dodson agreed to check that an adequate tuition refund policy is on file at the Office of the State Board of Education.

ACTION: It was agreed to approve the request from George Fox University to offer the M.A. degree in Boise dependent upon two conditions: one is that GFU receives approval from the Northwest Association of Schools and Colleges; and two, an assurance from GFU that the degree is marketed in a way that ensures that there is no misrepresentation about the equivalency of the degree to an MBA degree.

4. New Horizons Course Review – Update

Robin Dodson reviewed the provision of Title 33, Chapter 24 that provides a mechanism for non-accredited schools to request review of its credits for comparability and transferability to Idaho's public postsecondary institutions. New Horizons Computer Learning Center is the first such school to request a review of its course offerings.

The New Horizons' course material was mailed to the academic officers in December and additional information followed in late January. The committee members briefly described the response to the material on their campuses. BSU, for example, reported that its faculty can find only 1/6 to 1/3 of a semester hour credit in some of the courses offered by New Horizons. The other institutions received a similar response from their faculty. There was also some question about the criteria the American Council on Education (ACE) uses to award credit for courses. Drs. Dodson and Lawson will attempt to get that information from ACE. It was the consensus of the group that with the exception of the ACE approved courses, the classes submitted by New Horizons will not meet the requirements for the award of university credit on their campuses.

The following is the recommendation of the Chief Academic Officers in regard to New Horizons Computer Learning courses:

- The Idaho public postsecondary institutions will accept the 47 courses approved by ACE for one semester elective credit each.
- Requests for the award of credit for teacher certification should be submitted to the Professional Standards Commission through Dr. Mike Stefanic, Supervisor for Teacher Certification, State Department of Education.
- Continuing Education courses will be reviewed on a case by case basis at the individual institutions.

The academic officers requested that in the future all material submitted to the institutions for course comparability be in a format usable for the institutions and include at a minimum for *each course request* a course syllabus, objectives and description, as well as identification of the specific instructor who will teach the course and a current copy of their resume.

5. Draft Policy Changes

a. Developmental Education – Draft for First Reading

There was a brief discussion of the difference between remedial and developmental courses and the dilemma of how to report the distinction between the two.

Minor editorial changes were agreed to in the following sections of the draft policy: Page III-51, #3, and Page III-52, 4e. Lynn Humphrey will make the changes to the policy which will be on the March AAPC meeting agenda for first reading.

b. Continuing Education/Off-Campus Instruction – Draft for First Reading

There was a discussion of whether this policy is obsolete given the changes resulting from distance education and delivery. It was noted that off-campus instruction and distance delivery is the main topic of discussion for the Presidents Council at its March 2 meeting, and eventually this item may be assigned to the academic vice presidents. In light of the upcoming Presidents' Council meeting and discussion, it was agreed to put the proposed changes to the continuing education policy on hold. It was also suggested that eventually a broad based task force be formed to work on distance education issues such as collaboration and fee structures, including an eventual re-write of the policy.

There was also considerable discussion of the complexity of fee related issues that still must be worked out, especially for multi-institution enrolled students. Currently, North Idaho College, the University of Idaho and Lewis Clark State College are working on resolving this problem for students enrolled in cooperative northern Idaho programs. It was agreed that Robin Dodson would speak with Keith Hasselquist, the Board's Chief Financial Officer, about the need to have a joint meeting with the fiscal officers.

c. Experiential Credit – Draft for First Reading

This draft policy change attempts to make a distinction between experiential learning and prior learning. There was some question about whether or not this policy is still necessary given the development of successful campus mechanisms to award credit for prior learning. It was also suggested that the existing policy be changed to include only a brief, generic paragraph that states that each institution makes its own determination about the award of credit for experiential and prior learning subject to general Board policies and policies of the Commission on Colleges.

It was agreed to strike out most of the policy and leave it as a broad statement outlining the institutions' responsibility to develop a policy on its individual campuses. The result would be a strengthened, more consistent practice of awarding credit for prior learning.

d. Articulation and Associate Degree Policy – Draft for First Reading

There was some confusion about whether or not the 16 credits of general education core courses for the A.A.S. degree are selected from the Board's common course numbering system or the university instructional core areas. It was agreed to add a statement to the Articulation and Associate Degree policy to clarify that the 16 credits of general education courses will be selected from the respective institutions' approved general education core. This provides the institutions with greater flexibility to meet the required general education core credits since there are individual courses offered on the campuses that are not part of the Board's common course number list, particularly in the area of math. The guidelines would still allow a student to transfer those general education courses even though institutions' core courses may not be identical.

Changes to this policy could potentially affect the Board's recently approved policy for Vocational Certificates and Degrees. In addition, a number of other changes were agreed to and will be incorporated into this policy and sent out to the academic officers for review prior to the first reading at the March Board meeting.

6. English General Education Core

a. Placement Scores for English 101

Robin Dodson said that he found the policies for placement into English 101 to vary greatly among the Idaho colleges and universities. Robin distributed *Standards for Transition* developed by ACT that could be used as a model for the statewide adoption of a range of scores for placement efforts.

b. English Chair – Update

Robin Dodson also reported that the English Chairs have not responded to the memo he sent to them in December seeking additional information about common placement scores and course numbering. Consequently, it was agreed that the academic officers would have a joint meeting with the English chairs in March.

7. Inter-institutional Collaboration – NIC, UI, LCSC Video

The committee viewed a video that was produced for the annual Legislative Tour in northern Idaho. It illustrated the collaboration and cooperative relationships among the institutions to deliver programs to the citizens of northern Idaho.

8. Academic/Vocational Articulation – Update

Robin Dodson mentioned that he expected the Board to ask for a progress report on the articulation of vocational and academic programs at the March Board meeting. Because the decentralized approach taken with the first phase of the articulation process was not as efficient as it could have been, the possibility of developing statewide guidelines for the second phase of the articulation process was discussed. Robin Dodson, with assistance from DeVere Burton and Daryl Jones, agreed to develop general guidelines for program articulation which will outline the process, responsibilities, goals and steps to be followed. The academic officers envisioned that the first phase of the program articulation process will take place on each of the campuses with the faculty, deans, administration, etc., examining academic and vocational articulation by discipline. The second phase of the process would be to determine the impact of the proposed articulation on the other institutions, anticipating that students may wish to transfer to another system institution. In addition, Robin agreed to develop a list of probable vocational and academic programs that would be reviewed for possible articulation.

After draft guidelines are developed, Robin will send them to the academic officers for their review, comment and distribution to the academic and vocational deans.

9. Idaho Commission on Nursing and Nursing Education/Robert Wood Johnson Grant - Report

Dr. Dodson briefed the members on the Idaho Commission on Nursing and Nursing Education's efforts to obtain a grant from the Robert Wood Johnson Foundation.

10. Other: ACT's "Wide Area Network" Student Admission Data Sharing

Robin Dodson informed the Council that ACT is developing a student admission data system that can be shared electronically with the student's permission.

The meeting was adjourned at 3:10 p.m.

Council on Academic Affairs and Programs

Minutes

March 18, 1999 Meeting

10:15 a.m. - 11:45 a.m.

Ah Fong Room, Student Union Building

Boise State University

Present: DeVere Burton, SDVE	Luke Robins, EITC
Jerry Gee, NIC	Dene Thomas for Brian Pitcher, UI
Daryl Jones, BSU	Robin Dodson, OSBE
Jonathan Lawson, ISU	Lynn Humphrey, OSBE
Rita Morris, LCSC	Guest: Mike Rush, SDVE

1. Minutes of February 9, 1999

It was agreed by consensus to approve the minutes of the February 9, 1999 CAAP meeting.

2. New Programs:

- ▶ NOI – Center for Secure and Dependable Software, UI

Robin Dodson explained that the Executive Director is not comfortable signing off on Centers and similar requests until the Board's Program Approval and Discontinuance policy can be clarified. Thus, a recommendation from CAAP was sought to be forwarded to the AAPC and full Board for the meeting later in the afternoon (March 18, 1999).

It was agreed by consensus to recommend approval of the Center for Secure and Dependable Software at the University of Idaho without the development of a full proposal.

- ▶ NOI --Idaho Dental Residency Program, ISU

Jonathan Lawson reported that funding for the Idaho Dental Residency Program at Idaho State University has been secured. It was agreed by consensus to recommend approval of the Notice of Intent and that ISU develop a full proposal for Board consideration.

- ▶ FP – Master of Science, Landscape Architecture, UI

It was agreed by consensus to recommend approval of the Full Proposal for a Master of Science, Landscape Architecture, at the University of Idaho.

3. Policy Changes: Articulation and Associate Degree Policy

The Council discussed the statement on the bottom of Page 64 of the Articulation and Associate Degree Policy that states that the general education coursework would be selected from each institution's general education core. Mike Rush of the State Division of Vocational Education

(SDVE) was concerned that an institutions's general education core would be too narrow or restrictive for associate of applied science degree seeking students required to take 16 credits of general education. The SDVE advocated using a common statewide general education core for technical students. DeVere Burton proposed deleting the phrase "selected from each institution's general education core and" under the section outlining general education core requirements for the A.A.S. outlined on Page III-64.

In response, many of the academic officers stated that in fact, the opposite is true; the colleges and universities all offer core courses that are not part of the Board's common course listing.

The academic officers assured the SDVE that they would be advocates for applied technical faculty who wish to develop courses for the general education core that emphasize a different approach to teaching and learning, provided the courses go through the proper internal curriculum channels. The expectation is that as the 16 hour general education requirement is implemented, more and more general education courses for applied technical students will be developed and added to an institution's general education core. The academic officers stressed that they were committed to implementing the 16 hour general education course requirement for the A.A.S. degree, and that they would not support lower standards for applied technical students, nor would they support a general education core for the purpose of job preparation.

It was agreed by consensus to recommend approval of the Articulation and Associate Degree policy changes for first reading. Mike Rush and DeVere Burton were invited to share their concerns about the policy to the Board during the AAPC meeting when this topic is discussed.

4. Idaho Virtual University – Action Plan and Time Frame

The charge to the academic officers was clarified and the Council reviewed Brian Pitcher's proposed plan for the development and implementation of the Idaho Virtual University. It was agreed that the first step will be the development of an inventory of the current services, including the particular strengths and weaknesses of those services. The second step would be an analysis and recommendations. It was agreed that some definitions and parameters be set when inventorying delivery systems and should include distance education, Internet, cable TV, compressed video, mailing videotapes, and microwave. It was suggested that a good starting point would be the distance education data collected by Candace Wheeler in September 1998.

It was also agreed that looking at how similar distance education programs such as Thomas Edison, Regents, Colorado Community Colleges Program and Washington State University's program are operating could prove helpful. Other issues to eventually be considered include the development of a common catalog, common registration and payment, shared offerings, student support, fees, and residency issues.

Robin Dodson agreed to pull Candace Wheeler's data, review the structure of existing distance education programs, and work with the SDVE to obtain information from Blake Beck at ISU prior to the next CAAP meeting if possible.

The meeting was adjourned at 11:45 a.m.

3. First Reading of Program Approval and Discontinuance Policy

BACKGROUND:

Board staff and the institutional chief academic officers have been evaluating, reviewing and making recommendations on current Board policies impacting academic affairs. As a consequence of those efforts, questions have been raised regarding the exact authority of the Board office to approve academic and vocational instructional programs (i.e., certificates, degrees, etc) and units (e.g., centers, schools, colleges, etc.). This topic was discussed at the March SBOE meeting in an attempt to solicit Board input before taking this item to the Council on Academic Affairs and Programs (CAAP) for consideration and recommendations.

DISCUSSION:

At the March 30, 1999 CAAP meeting, the historical and current impact of this policy was discussed and various options for modification to the policy were proposed. The Council by consensus agreed to forward to AAPC and the full board proposed changes to the Program Approval and Discontinuance policy as exhibited in Item 3 for consideration and action.

RECOMMENDATION:

Staff recommends approval of the Board's revised Program Approval and Discontinuance Policy for first reading as exhibited in Item 3, Page 17.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Program Approval and Discontinuance Policy as exhibited in Item 3 to the full board for its consideration and action with a recommendation to approve/ disapprove/ table for first reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to the Program Approval and Discontinuance policy for first reading as exhibited in Item 3.

G. PROGRAM APPROVAL AND DISCONTINUANCE**1. Coverage.**

Academic programs and administrative units at the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College are included in this subsection. Vocational education programs and vocational administrative units at Idaho State University, Boise State University, Lewis- Clark State College, Eastern Idaho Technical College, North Idaho College, and the College of Southern Idaho also are included.

2. Classification and Definition of Curricula.**a. Program.**

A program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. Each major within a program (but not each track or optional subfield) is considered a separate program.

b. Major.

A body of coursework in a discipline or integrated combination of disciplines usually amounting to between 30 and 50 percent of the total degree requirements; the concentration of work in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.

c. Minor.

A body of course work in an area of the same scope as constitutes a major but usually amounting to only 14 to 25 percent of the total degree requirements.

d. Emphasis Area.

One of two or more alternatives within the same major but usually affecting only 20 to 40 percent of the requirements in the major.

e. Option.

One of two or more alternatives within the same major; the differences between the options usually amount to 50 percent or more of the requirements in the major.

3. Programs, Units, and Titles.

Prior Board approval is required for the addition of any new programs, and prior executive director approval is required for the discontinuance, expansion, or change in title in any of the programs or units specified in a. - c. below, and also for the offering of an existing on-campus program at an off-campus location or in cooperation with another institution, a business, or an industry.

Executive Director approval is required 30 days prior to the implementation of any discontinuance, expansion or change in title in the programs and units identified in 3a - b below including off-campus programming in cooperation with another institution, business, agency or industry. The executive director may refer any of the above requests to the Board or its designated Committees for review and action. The creation of any new program outlined in 3.b or any other request having a financial impact of \$150,000 or more will require Board approval prior to implementation.

a. Academic or Vocational Programs or Units.

- (1) Departments
- (2) Institutes
- (3) Offices
- (4) Centers
- (5) Divisions
- (6) Schools
- (7) Colleges
- (8) Campuses
- (9) Branch Campuses
- (10) Administrative units of research or public service

Idaho State Board of Education

Item 3

GOVERNING POLICIES AND PROCEDURES

SECTION: III POSTSECONDARY AFFAIRS

First Reading April 1999

SUBSECTION: G Program Approval and Discontinuance

Published April 1994

b. Credit Bearing Instructional Programs.

(1) Majors; however, minors for which there are no corresponding baccalaureate programs; emphases and; options do not require Board approval unless the fiscal impact is greater than \$150,000.

(2) Certificates

(3) Degrees (Associates, Baccalaureate, Masters, Doctorate)

c. ~~Research and Public Service:~~

~~(1) Administrative units of research~~

~~(2) Administrative units of public service~~

4. Approval Procedures.

General guidelines for review and approval of programs and program components will be set forth in an Academic Affairs and Program procedures manual.

Subsequent to institutional review and consistent with institutional policies, procedures, and schedules, requests for the addition of any new programs above will be submitted by the institution as a Notice of Intent to the Academic Affairs and Program Committee for review and recommendation prior to submission to the Board. If the Academic Affairs and Program Committee recommends approval, a full proposal may be requested and must be distributed in the required time prior to review by the Academic Affairs and Program Committee. Substantive new program requests are normally considered by the Board in June unless a request for consideration at another time has been approved by the Board. The only programs that are exempt from these procedures are requests for new minors by an institution offering a baccalaureate program in the same discipline. A written announcement to the Academic Affairs and Program Committee of a new minor program, which is to be offered within an existing baccalaureate program, is considered adequate notification. Those proposals approved by the Board that require new state appropriations will be included in the annual budget request of the institution and the Board.

Executive director approval for the discontinuance, expansion, or change in title of any of the programs, program components or units which do not require Board approval will be obtained by the agency giving ~~120~~ 30 days notice to the executive director prior to the effective date of such discontinuance, expansion, or change of title.

5. Courses.

The addition, discontinuance, or change in title or description of individual courses must receive prior review by the executive director. The executive director may choose to notify the Board of significant course additions which raise programmatic considerations or consequences.

6. Official Program and Degree Listing.

The Office of the State Board of Education will maintain the Official Program and Degree Listing of Board-approved programs and degrees offered at the institutions. The vocational education programs at Eastern Idaho Technical College, North Idaho College, and the College of Southern Idaho will be included in the list. Changes or modifications to the Official Program and Degree Listing require prior Board approval.

7. Faculty/Staff/Student Rights.

Any faculty or staff terminated as a result of a program discontinuance based upon Section III.G.4 shall be entitled to the procedural rights outlined in IDAPA 08.01.02250 *et seq.*

Students enrolled in a program scheduled for discontinuance under Section III.G.4 shall, when there is a similar program within the state, be provided with information on transferring to that program. If there is no similar program within the state, currently enrolled students shall be permitted to complete the program in accordance with existing graduation requirements.

4. First Reading of Accreditation Policy

BACKGROUND:

During the 1999 Legislative session deliberations of SB 1255 (endorsed by the State Board of Education), there was some discussion between Board staff and various legislators regarding accreditation and those accrediting agencies recognized by the Board. As a consequence of those discussions, it was determined that the Board policy on Accreditation was in conflict with Idaho Code 33-107 (6)(a) and 33-2401.

DISCUSSION:

Board staff reviewed the Idaho Code and Board policy and consequently proposes new language to the current State Board of Education Accreditation Policy that parallels language in Idaho Code 33-107 and 33-2401. Those changes essentially provide for Board recognition of those accrediting bodies also recognized by the U.S. Department of Education.

RECOMMENDATION:

Staff recommends approval of the Board's revised Accreditation Policy for first reading as exhibited in Item 4, Page 22.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Accreditation Policy as exhibited in Item 4 to the full board for its consideration and action with a recommendation to approve/ disapprove/ table for first reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to the Accreditation policy for first reading as exhibited in Item 4.

GOVERNING POLICIES AND PROCEDURES

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First Reading April 1999

SUBSECTION: M Accreditation

Published April 1994

M. ACCREDITATION

1. Recognized Accrediting Agencies

The State Board of Education only recognizes accreditation by the six (6) regional accrediting associations and the national professional accrediting associations which require, as a condition of membership, accreditation by one (1) of the six (6) regional accrediting associations are recognized by the U.S. Department of Education. These six (6) regional accrediting associations are:

Middle States Association of Colleges and Schools
New England Association of Schools and Colleges
North Central Association of Colleges and Schools
Northwest Association of Schools and Colleges
Southern Association of Colleges and Schools
Western Association of Schools and Colleges

2. Recognition as Accredited Institutions

Any institution that wishes to be recognized as an accredited institution must submit to the executive director at least ten (10) days prior to a regularly scheduled Board meeting documentation showing its accreditation status with an accrediting organization recognized by the Board. The executive director is responsible for verifying the institution's submission and making a recommendation to the Board.

3. Institutional Reports

A copy of the self-study completed by an institution under governance of the Board will be submitted to the Office of the State Board of Education upon request. A copy of the final report and recommendations from the accrediting agency must be submitted by the institution to the Office of the State Board of Education for review prior to institutional submission to the Board. The Board's executive director or his or her designee will be the Board's representative during all accreditation studies.

The chief executive officer of the institution will inform the Office of the State Board annually, through the executive director, of any impending accreditation reviews.

5. Final Reading of Prior Learning Policy Change

BACKGROUND:

Changes to the Board's policy on Prior Learning have been considered by the Council on Academic Affairs and Programs (CAAP) at its February 9, 1999 and March 30, 1999 meetings. The Board approved the policy changes for first reading at its March 18, 1999 meeting and there have been no additional revisions to the proposed policy since that time.

DISCUSSION:

These policy modifications recognize changes in the workplace, the value of life experiences and independent learning opportunities for students through the award of credit for knowledge acquired by non-traditional means. This policy presents a more simplified approach by allowing the institutions to develop their own prior learning policies within the constraints of Board policy and the policies of the Northwest Association of Schools and Colleges. CAAP respectfully forwards this policy on Prior Learning for final reading to AAPC and the full Board for their consideration and action.

RECOMMENDATION:

Staff recommends approval of the Board's revised Prior Learning Policy for first reading as exhibited in Item 5, Page 24.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Prior Learning Policy as exhibited in Item 5 to the full board for its consideration and action with a recommendation to approve/ disapprove/ table for final reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to the Prior Learning policy for final reading as exhibited in Item 5.

K. EXPERIENTIAL CREDIT PRIOR LEARNING

Experiential credit Prior learning, which is the award of credit for knowledge acquired from external study or work and life experiences, includes mass media, independent reading and study, such procedures as aAdvanced pPlacement (AP), the College Level Examination Program (CLEP), credit by challenge courses, credit for American Council on Education (ACE) approved military education or experience, and competency credit testing. Credit for prior learning may be granted only at the undergraduate level. Each institution may will establish its own policies and procedures for evaluating and awarding experiential and prior learning credit, subject to the following general Board policies and the standards policies of the Commission on Colleges, Northwest Association of Schools and Colleges.

Prior learning from institutions that are not accredited by a SBOE recognized accreditation agency have special considerations. Students transferring experiential or prior learning credit from non-accredited educational sources may encounter special problems in the portability of their prior learning credits.

1. Policies and procedures for the award of experiential credit will be reviewed on a periodic basis by the Office of the State Board of Education and the appropriate institutional chief academic officer and faculty committee at each institution to ensure that criteria, established standards, and techniques used for the assessment of prior learning remain valid and continue to serve the best interests of the students, the faculty, and the institution. It is recommended that any course or other procedures related to the award of experiential credit be accountable to and monitored by the representative faculty committee.
2. Research concerning the award of experiential credit and the long-term effects on students should be conducted periodically to influence the effectiveness, reliability, and modification of such procedures at the institution. Any reports or recommendations based on such research should be presented to the Academic Affairs and Program Committee. Institutions are encouraged to explore the Council for Adult Experiential Learning (CAEL) procedures and processes.
3. Experiential credit awarded by a college or university is subject to the following standards:
 - a. Each institution will determine the appropriate amount of experiential credit awarded in keeping with the purposes and characteristics of its programs, and each institution

will ensure that degree-seeking students who are awarded experiential credit meet established general education requirements.

- ~~_____ b. The award of such credit must be approved by appropriate department, school or college, and university officials and must be supported by such evidence as is needed to provide a sound basis for evaluating the student's knowledge and achievements.~~
- ~~c. Students will be informed as to when and how such experiential credit will be awarded to allow students to plan a specific program of study.~~
- ~~d. Students will be informed of the standard regarding transfer of any credit awarded for experiential learning. Should a student decide to transfer to another college or university before completing all program requirements, the receiving institution is not bound to accept any experiential credit awarded by another institution as meeting specific degree requirements.~~

6. Final Reading of Articulation and Associate Degree Policy Change

BACKGROUND:

For several years the State Board of Education has been discussing and endorsing the concept of a “seamless” education. Included in this concept of seamless education is the mobility and transferability of students and credits between postsecondary applied technical and academic programs. Since the Spring of 1997, significant time and effort has been spent to realize many of the Board’s goals such as common general education course listings, restructuring the A.A.S. degree, and general education core articulation. This effort continues with the revisions to the Articulation and Associate Degree Policy which adds the Associate of Applied Science degree requirements to the existing associate degree policy.

DISCUSSION:

The Council on Academic Affairs and Programs (CAAP) extensively discussed these proposed policy changes at its February 9, March 18, and March 30, 1999 meetings. The proposed changes have been shared with the faculty at the individual campuses. There have been no additional comments or revisions to the policy since the first reading in March. Consequently, CAAP is presenting the proposed changes to the AAPC and Board for final reading as exhibited.

RECOMMENDATION:

Staff recommends approval of the Board’s revised Articulation and Associate Degree Policy for final reading.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Articulation and Associate Degree Policy as exhibited in Item 6 to the full board for its consideration and action with a recommendation to approve/disapprove/table for final reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to the Articulation and Associate Degree policy for final reading as exhibited in Item 6.

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SUBSECTION: V Articulation and Associate Degree Policy

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STATEWIDE ARTICULATION AND ASSOCIATE DEGREE POLICY

It is the State Board of Education's intent that this policy will assist students as they transfer between institutions of higher education in the process of completing their educational agendas. In addition, the Board believes that this policy will provide the public institutions of higher education with the guidelines necessary to carry out their mission and service function to students so that they can successfully transfer between institutions without penalty.

10. Statewide Articulation.**a. Associate of Arts and Associate of Science Degrees**

To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, Ricks College, and Treasure Valley Community College, shall individually and jointly honor the terms of this statewide articulation policy.

Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho and Treasure Valley Community College will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional lower division general education core courses subject to the conditions listed below.

Transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.

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Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.

A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.

b. Associate of Applied Science Degrees

Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, vocational transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.

2. Transfer Associate Degree.

The lower division general education core requirement must fit within the following credit ranges and course requirements and must have a minimum of thirty-six (36) credit hours.

	<u>Required</u> <u>Course(s)</u>	<u>Minimum</u> <u>Credits</u>
a. Communications.....	1	2-3
Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English.		
Disciplines: Speech, Rhetoric, and Debate.		
b. English Composition.....	1	3 to 6*
In meeting this goal, students must be able to express themselves in clear, logical, and grammatically		

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correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure.

*3 or 6 credit hours depending upon initial placement results.

	<u>Required</u>	<u>Minimum</u>
	<u>Course(s)</u>	<u>Credits</u>
c. Behavioral and Social Science.....	2-4	6-12

Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research.

Disciplines: Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology.

Note: Courses must be distributed over two (2) different disciplines.

d. Humanities, Fine Arts, and Foreign Language.....	2-4	6-12
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Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts As media for exploring the human condition and examining values; and (4) communication skills in a foreign language.

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Disciplines: Art, Philosophy, Literature,
Music, Drama/Theater, and Foreign Languages.

	<u>Required</u> <u>Course(s)</u>	<u>Minimum</u> <u>Credits</u>
e. Natural Science.....	2	7-12

Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences.

Disciplines: Biology, Chemistry, Physical Geography, Geology, and Physics.

Note: Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.

f. Mathematics.....	1	3-5
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Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.

Disciplines: College Algebra, Calculus, Finite Mathematics, and Statistics.

3. Associate of Applied Science Degree

This vocational - technical degree requires a minimum of 16 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.

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	<u>Required</u>	<u>Minimum</u>
	<u>Course(s)</u>	<u>Credits</u>
a. <u>English/Communication.....</u>	<u>2</u>	<u>6</u>

In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English.

Disciplines: English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.

b. <u>Mathematics/Computation</u>	<u>1</u>	<u>3</u>
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Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.

Disciplines: College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.

c. <u>Social Science/Human Relations/ Interpersonal Communications</u>	<u>1</u>	<u>3</u>
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Coursework in this area provides the student with the skills needed for understanding individuals in the work place; appreciation of cultures of civilization; environmental

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awareness; economic factors; and the
functioning of thought and behavior.

Disciplines: Art, Anthropology, Communications,
Economics, Geography, History,
Literature, Music, Political Science,
Psychology, Sociology and Theater Arts.
An applied human relations course may
be used if found to be comparable to
a social science /humanities course.

	<u>Required</u> <u>Course(s)</u>	<u>Minimum</u> <u>Credits</u>
d. <u>Natural Science</u>	<u>0</u>	<u>0</u>

Coursework in this area: (1) provides
an understanding of how the biological
and physical sciences explain the natural
world and (2) introduces the basic concepts
and terminology of the natural sciences.

Disciplines: Biology, Botany, Genetics, Chemistry,
Physics, Geology, Astronomy, Biotechnology,
Bacteriology and other related science-based courses.
An applied science course may be used if found to be
comparable to a science course.

7. New Academic Programs: Council on Academic Affairs & Programs Recommendations

SUBJECT:

Master of Science, Landscape Architecture, University of Idaho

BACKGROUND:

At its June 1998 meeting, the State Board of Education approved the University of Idaho's notice of intent to develop a Master of Science in Landscape Architecture. Since that time, the University of Idaho has been working cooperatively with Washington State University to develop a full proposal for AAPC and full Board consideration. At its March 30, 1999 meeting, the Council on Academic Affairs and Programs considered and discussed the full proposal for the Master of Science in Landscape Architecture (MSLA) at the University of Idaho.

DISCUSSION

The request is the result of collaboration between the Department of Horticulture and Landscape Architecture at Washington State University and the Department of Landscape Architecture at the University of Idaho. Graduate instruction will be provided by faculty from both institutions who will provide advanced study in Landscape Architectural design through critical investigation, research and scholarship related to geographical, biophysical and cultural dynamics.

This new program is targeted at working professionals who wish to obtain advanced training and enhance their careers. Students may access this program in either Spokane, Pullman or Moscow. As the program matures, future initiatives may include satellite locations at the University of Idaho's Riverbend site in Post Falls and at the University of Idaho Boise Center.

Survey data has indicated that significant interest in this degree exists in the Northern Rocky Mountain Bio-region. Currently, no such program is offered by other universities in the region. Further, growth pressure in this region has contributed to increased demand from potential students and businesses for the MSLA degree.

Fiscal impact of the new program is projected to be \$91,000 in FY 2000; \$96,000 in FY 01; and \$123,000 in FY 02. The vast majority of the funds will come from internal reallocation, but new funds in the amount of \$11,000, \$12,000 and \$16,000 respectively will be requested by the UI.

RECOMMENDATION

The Council on Academic Affairs and Programs (CAAP) reviewed this Full Proposal for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval of this request from the UI.

COMMITTEE ACTION

To agree by consensus to forward to the full board for its consideration and action the Full Proposal to establish a Master of Science in Landscape Architecture at the University of Idaho with a recommendation to approve/not approve/table.

BOARD ACTION

It was moved by _____ and carried to approve/disapprove/table the establishment of a Master of Science in Landscape Architecture at the University of Idaho.

8. Hispanic Education Task Force – Indian Education Report

Hispanic Education Task Force and Indian Education Committee Budgetary Recommendations

BACKGROUND:

In December 1998, the 70% Committee and the State Board of Education adopted a resolution for preparing teachers in multi-cultural education. The adoption of the resolution reinforced Idaho's desire to not only close the academic gap between Native American, Hispanic and other minority students with those of their Anglo counterparts, but develop a plan for training Idaho's teachers in multi-cultural education.

At the March 1999 State Board of Education meeting the Board approved \$1.2 million for Pre-service and In-service Multi-cultural Education and \$350,000 for "Grow-Your-Own Teacher Program to be included in the Board's FY 2001 budget request.

DISCUSSION:

The Committee will hear an update on these initiatives and will discuss the Board action and the impact that will have on each of the institutions.

COMMITTEE ACTION:

None; committee information only.

BOARD ACTION:

None; committee information only.

9. Western Governor University Enrollments

BACKGROUND:

The concept for a western virtual university was born at a meeting of the Western Governors Association in June 1995. The initiative was developed as a result of the Governors' vision to use information technology to collaborate in education, industry and government. In the fall of 1995, the Governors appointed a team to create a design and implementation plan for a western virtual university including the fiscal considerations. By early 1996, Western Governors University (WGU) was taking shape and by June 1996 the implementation plan was endorsed by the 10 Western Governors. Idaho was one of the first of the 10 states to endorse the concept and pledged its support, both in-kind and real dollars (\$100,000). WGU's first three degree/certificate programs were opened to students in 1998 and 15 additional programs are expected in 1999.

DISCUSSION:

State Board of Education members have requested a report on the status of the WGU, including its current enrollments and Idaho's participation and role in WGU.

RECOMMENDATION:

Information only; no recommendation at this time.

COMMITTEE ACTION:

Information only; no action required at this time.

10. National Certification for Teachers/Master Teacher

BACKGROUND:

The State Board of Education, State Department of Education, Albertson Foundation and key legislators have been keenly interested in Idaho's elementary and secondary teachers becoming Nationally Board Certified as master teachers. Significant fiscal support for this effort has come from the Albertson Foundation. In addition, SB 1091 was introduced, passed in both houses, and signed by the Governor and provides a salary increase of \$2,000 per year for five years for each teacher designated as a Master Teacher.

DISCUSSION:

Dr. Bob West, Deputy Superintendent of the State Department of Education will update the Committee on the National Certification/Master Teacher initiative and the new legislation (SB 1091). Further discussion regarding the role of the postsecondary system on this initiative will occur at the April AAPC and Board meetings.

RECOMMENDATION:

Information only; no recommendation at this time.

COMMITTEE ACTION:

Information only; no action required at this time.